

THE CEA CRITIC

Formerly THE NEWS LETTER of the College English Association

Vol. XIV—No. 7

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October, 1952

Broad Mandate for Liaison Efforts

On Sept. 8, 1952, at the Johnny Victor Theatre, RCA Exhibition Hall, N. Y. C., fifteen CEA officers and delegates met with forty-one representatives of university administration and the executive world in a three-hour session that might make history. Purpose: to consider setting up CEA-sponsored committees on liaison between college English teachers and the executive world of business, industry, government, and the armed forces.

A Man-Size Job

The chairman, James McL. Tompkins, Executive Offices, C. V. Starr & Co., and 1952 CEA Institute discussion leader, knew, when he accepted the invitation to serve, that he had a hard job on his hands. While some of the participants were veterans of the 1952 Institute, many were new to the liaison idea and activities, and they came from different sectors of the executive world: personnel, public relations, executive management, and so on, or from different traditions in American higher education and from varied types of institutions.

Certainly a heterogeneous gathering, representing divergent attitudes, and, possibly, conflicting opinions. Yet the chairman was expected to produce some workable consensus; and to draw this as an uncoerced conviction out of the group thinking itself. Tommy Tompkins delivered the goods. Rather, he tactfully yet firmly got the group to do just that.

For basic help in hammering out the Johnny Victor program details, much credit goes to Fred Pamp. American Management Association. Jack Tolbert, Sonovacuum Oil Co., and Clinton Scillipoti, personnel officer, American International Underwriters.

Decisive Advance

The Johnny Victor meeting marked this decisive advance in the development of CEA liaison efforts; it provided a mandate for the next steps—the formation of national and regional CEA-sponsored liaison committees and activities and of an advisory council in which teachers of the humanities and other liberal arts would join like-minded people from the executive world for cooperation on behalf of mutually valued educational ideals and programs.

As a result, national and regional joint committees on liaison are now being formed; and local and regional liaison programs are already being planned—in Texas, Georgia, California, New York City, Michigan, and Massachusetts.

Wanted: A Quality Product

A welcome feature that CEA representatives have commented on: Most of those who spoke from the point of view of executive management urged the professors to remain true to their traditional aspirations and disciplines as teachers of the humanities and the liberal arts. Admitting the need of stress on sheer skill in the techniques of verbal communication, and of creative adaptation to current conditions, several spokesmen from bus-

English Majors and Federal Employment

I took advantage of a forum on federal employment held by our university placement office last week and managed to clarify my mind a bit, confirm my suspicions, and make some contacts with personnel men that I can follow up as it seems desirable.

To give you some notes, as they occur to me now:

1) Federal employment, like most private employment, has very few jobs for which a major in English (without education courses) is a specific requirement, or a particular preparation. There are jobs in the writing-editing area for which an English major is assumed to have a good preparation; but the officials stressed that they are thinking of writing, "not of courses in Chaucer." I gather (though there were disagreements on this among the officials) that the federal government is less flexible than some of the large corporations, i. e., less able to take a man with a good general education and provide a training program for its particular purposes.

2) The Junior Management Assistant examination offers probably the best opening for English majors—though they would have had to have 30 semester hours in fields that could be considered Social Sciences. The English usage test is an important part of the examination, and apparently many candidates are weak in this subject. Nevertheless, only very good students in general can qualify, since the aim is to select men who will be good executives in years to come. About 25% of the applicants who pass the examination are English majors, and this is probably not a bad showing, considering that men in political science and similar fields are more likely to take the examination.

3.) The JMA examination is handled by Civil Service; and it is necessary to be alert and in touch with current information on govt examinations. For example, this year's examination was first announced on Oct. 13. Applications will close on Nov. 13, and the examination will be given on Dec. 6 in various places.

4) The Junior Agricultural Assistant examination includes the option of Writer-Editor, but I gather that some experience in writing (journalism) would count heavier than any academic preparation. It is the only option that does not call for a college graduate. That examination has already closed for this year. Agriculture probably employs more writers than some other departments, but similar examinations may be announced.

5) The State Department For-

ness and industry nevertheless urged the academic representatives to concentrate on the production of graduates refined, enriched, disciplined, yet enfranchised through the liberal arts. In effect they said: Don't give us shoddy goods. We want a quality product.

Of Special Note to CEA

The Republic and the Person, "a discussion of necessities in modern education," by Gordon Keith Chalmers, Kenyon College; director, and past president, CEA. (Henry Regency Co., 20 West Jackson Boulevard, Chicago 4, Ill., \$4.00.)

Douglas Bush: "a discerning and humane book . . . Dr. Chalmers believes in the common man and his right to right education; he does not believe in commonness."

Norman Foerster: "... a momentous book . . . the best book on education written in America since the Harvard Report, and is more searching than that. Most modern educational theory and practice reduces the individual to a social unit, and travesties the idea of freedom. President Chalmers elevates the individual to a person, and thus gives vital meaning to the idea of freedom. Then he shows brilliantly what studies best serve education for freedom, if they are rightly pursued. Nothing could be more helpful at this juncture, when a drifting America is asked to provide anchorage for the world."

Elton Trueblood: "... wholly delightful. It represents a mature position of responsible liberalism as far removed from an empty doctrine of freedom as it is from totalitarianism."

II.

The Arts and Humanity, by Charles W. Cooper (Whittier), past director, CEA. (The Philosophical Library, 15 East 40th Street, N. Y., 16, N. Y. \$3.75).

"... neither an academic treatise nor a popular guide, but an instrument for the reader's further education in the humanities . . . a psychological introduction to the arts and especially the Fine Arts . . . an applied aesthetics and an applied semantics . . . Some sixty works of art—from painting, music, literature, and from the other arts . . . are an integral part of the book, not mere illustrations."

Ed Foster's Forays

Operational Definition: General education is what a professor does when he decides it is no longer prudent to waste the time of students delivered to him by a requirement—on account of the requirement might disappear.

Even Service examination includes a good deal of literature, among other subjects, in the general, objective part of its examination. The essay questions are based more on history, economics and the like. Still, a first-rate English major with a strong minor in the other fields would be in the running.

6) The Civil Service is the official recruiting agency, but not the hiring agency—each individual government branch does this. I gather that contact with the hiring agency is important.

CHARLES MURPHY
Univ. of Maryland (CEA Adviser on Federal Employment).

CEA Institute Address

Through the courtesy of Dun & Bradstreet, Inc., the Oct. Critic carries as supplement a reprint of A. M. Sullivan's "Words—Precision Tools," dinner address at the 1952 CEA Institute. The author is advertising manager, Dun & Bradstreet, past president (five terms), Poetry Society of America, and member of its board of directors.

In the "Preview" to the Oct. issue of *Dun's Review*, in which Mr. Sullivan's address first appeared, there is this jingle:

A poet well-versed in semantics
Deplores all equivocal antics
His advice is, my dear,
Use words simple and clear
And avoid all pretensions pedantic.

Concerning this poet "well versed in semantics," and his remarks at the Johnny Victor meeting, Margaret Lee Wiley (E Tex State) has written:

"Mr. Sullivan's magnificent plea for the three-dimensional man or woman for executive positions in business and industry was welcome to the ears of those of us who have heard too often the pedagogical arguments for a 'broad practical' curriculum which we have seen develop—not the three-dimensional man or woman—but a being broad at the bottom and flat at the top."

Yale MA in Teaching

The Teaching of English First Half Year, 1952-53. The course will deal with an analysis of valid objectives of teaching English in the secondary school and with ways of achieving these objectives. The relationship between language and logic will be examined through a semantic approach to the problem of communication. The resultant theory of interpretation will be applied to the teaching of fiction, poetry, and biography. Finally, problems and principles in the teaching of composition will be considered. Though the course will deal in large part with the philosophy and psychology of teaching English, there will be a constant attempt to relate theory to classroom practice. Instructor, Edward Gordon, Germantown Friends School.

THEODORE ANDERSSON, Director

Annual CEA Meeting

Boston—Dec. 23—6:00 p. m.

Bay State Room
Hotel Statler

"Teach Teaching to Teachers?"

Presiding: CEA President
Ernest Leisy, SMU

Among Participants: CEA Vice President John Holmes, Tufts; occasional mem., "Faculty Committee on Teaching," Edward Foster, Georgia Tech; "Some Facts and Figures."

Local Chairman: Franklin Norrish, Northeastern

GHQ & Bureau of Appointments

Hotel Statler
Dec. 27-28

THE CEA CRITIC

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The Critic and the Classroom

I enjoy *The CEA Critic* and often find that it contains suggestions that I can use in my classes. I am now trying out the plan of Don. M. Wolfe, *CEA Critic* of April, 1951, suggested for the teaching of Milton in the English survey course. We began with *Samson Agonistes* and then read Books VII and IX before going to the first two books of *Paradise Lost*. By showing the students *Life Magazine's* pictures from Michelangelo, I added the final artistic touch to our pleasant experience. And so I thank *The Critic* for bringing me Mr. Wolfe's excellent plan.

MARGARET W. FRENCH
Lasell Junior College

I should like to have three extra copies of the January 1952 *CEA Critic*. Several members of our Modern Language Dept. who do not have *The Critic* would be interested in A. H. Marckwardt's "Linguistic Geography" and several other articles. They would, possibly, be able to help on some of these projects if they understood the aims.

MAMIE MEREDITH
Univ. of Nebraska

I.
First, let me express satisfaction with the excellent program, the variety of formal and informal meetings, the accommodations for guests, and of course, with the almost idyllic surroundings provided by the campus of the University of Massachusetts.

Rank and File Participation

The comment I hear praises especially the unusual degree of rank and file participation in the discussion series. This remarkable participation was achieved mainly by dividing the Institute membership into small conference groups led by outstanding (and usually modest) chairmen. This feature of the Institute—guaranteeing each individual member a genuine opportunity to become involved in the basic development of the conference—is what really distinguishes the CEA, it seems to me, from many other professional organizations.

This was one of the real attractions to me when I first read *The CEA Critic*, and I find that it attracts many college teachers, especially the younger ones, who often stand abashed in the face of more formidable and august aggregations of professors. I would recommend still greater involvement of the membership in future Institutes, wherever possible, in order to strengthen the democratic character of our organization and to insure that our discussions tend toward the concrete and the actual rather than the abstract and the speculative. More power to the rank and file.

Ancient Humanistic Faith
Restored

An unexpected and striking issue of the Institute, to me, was the tendency to restore our ancient faith in the humanistic and ethical values of the study of literature. Dimly at first, but more clearly as the meetings succeeded one another, the faith was reasserted, as often by personnel people as by teachers, that human character and personality can be cultivated through the study of literature.

Realistic and forward-looking employers, in business and elsewhere, seek young people who are as mature as possible in character and judgment. Most of us have known all along that literature is a discipline capable of contributing greatly to this desired end; this is the reason, in fact, why some of us entered the field in the first place. I submit that this is the great and historic mission of teachers of literature.

Prescription

Communication is a vitally important subject today, and it seems to me that the CEA should continue to work on it in the future. The 1952 Institute was correct, I think, in distinguishing clearly between mastering communication skills and studying literature; but I am not sure that we know all the questions yet, let alone the answers, involved in the general problem of oral and written communication in business and in everyday life.

Undoubtedly we would command greater respect from the world at large, and rightly so, if we could offer better solutions of this practical, immediate problem to busi-

II.
Indefatigable Co-workers

As regards the two-day institute in general, I'd like to extend to you my heartiest congratulations for a job extremely well done. The program, the scheduling, the organization, the superb handling of innumerable details, the unflinching courtesy of your staff . . . impressed me very much. A cordial salute, too, to your indefatigable co-workers, Mrs. Honigberg, Donald Lloyd and Carl LeFevre. Since I had the honor of being the first registrant, I hope my words of well-deserved praise will be of particular gratification to you. Thank you for a very profitable and pleasant experience.

The Guy Who Thought Otherwise

At most of the discussion meetings I attended I filled the rôle of the guy who thought otherwise. I thought the topic of the institute might better have been "The Liberal Arts Student and Industry." Industry wants not just a young man or woman well read in *belles-lettres*, but a rounded, well-educated, emotionally stable, responsible young man or woman. I don't think English has any corner in making young people educated or, that as Dean Burchard stated, the English major is in the most favorable position to learn how to think. That just isn't arguable. A history major or a philosophy major or a political science major or even an economics major can very effectively learn how to think, too.

I think that the teaching of communicative skills is something we English teachers share with all teachers. The basic difference is that we teach them through our subject matter, which is literature. The history teacher teaches them or should, through the subject matter of history. The philosophy teacher teaches them, or should, through the subject matter of philosophy. Continue with all other teachers and all other subject matters.

Nothing But the Cream

When I say our subject matter is literature, I mean by literature, *belles-lettres*, the "cream," as Prof. Warfel called it in disagreeing with me. I don't think we should be concerned about our students as future executives, or as future engineers, or as future citrus fruit growers. We must be concerned about them as men and women subject to the same kind of intellectual and spiritual hungers suffered by all intelligent people (no other kind should be in college if college is rightly considered as an institution of higher learning; and any other kind of college is just a bastardization of higher education). Since we know that literature is particularly potent in alleviating

ness, government and the professions. I would therefore recommend that we give *Communication* serious attention again at the 1953 Institute, while at the same time not neglecting our greater and more traditional mission: the study and teaching of enduring literature.

CARL LEFEVRE

(Chairman, Dept of English and Communication, Pace College. President, Greater New York CEA. Staff Associate, 1952 CEA Institute.)

those hungers, we should give our students the opportunity to feed themselves and give themselves at the same time an enrichment, an illumination of, and insight into, human experience that will make them better, happier, and richer people, whether they're executives, accountants, salesmen, citrus fruit growers, or even English teachers.

The Blight of Flesch-less Prose

I don't think our English program is too specialized, to paraphrase the title of Mr. Russell's talk. I don't think it's specialized enough. We're spreading ourselves too thin in even being concerned about the ability of our students to write advertising copy, speak articulately and forcefully (about what?) in conference, read business memos rapidly, or write business letters in a Flesch-less prose that a twelve-year-old could understand. I think we should confine ourselves to our own specialty, which is the teaching of literature and do that job much better than we're now doing it.

Reading Maketh a Full Man

Eric Bentley, writing in *The Journal of Higher Education* an article entitled "Education and the Literary Heritage" (February, 1948) made two statements I have not forgotten:

"One has only to ask how many people read literature (he means the 'cream') after they leave college to realize that most of this teaching (of literature) is a failure."

"Mill expected everything from reading, but we can expect nothing from it until it has become something radically different from what, in our newspaper civilization, it actually is. To teach intelligent reading is the main task that confronts the schools today." (Italics mine.)

I think Mr. Bentley's indictment is justified. I think we should do what he wants us to do rather than what industrial management department heads or oil managers or

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utilities vice presidents want us to do.

Let's Not Sell Ourselves Short

In a word, let's not sell ourselves short as English teachers. We have a supremely noble function as educators. Fulfill that function well, and I don't think we'd have to worry unduly about what we can possibly do in a more direct way for future executives or practicing engineers or skillful oil operatives. Let the college placement bureaus, with a little side advice from us, take care of that. That's their specialty.

The foregoing might be considered, Dr. Goldberg, as the statement you asked me for when you so unconsciously (I'm not kidding) accused me of needing people. I wasn't needing them. I was just following the advice that Bertrand Russell gave in his article in *The New York Times* magazine section of May 18 when he wrote that one way to attain eighty years of age is to cultivate the habit of hilarious olympian controversy. If living to be eighty means having more such enjoyable experiences as I had at the University of Massachusetts, then I'm all for it. Thank you again and best wishes to you for long life as a teacher of literature and in particular as a wholly dedicated executive secretary for the CEA.

BROTHER CORMAC PHILIP
Chairman, English Department
Manhattan College. Recorder, 1952
CEA Institute)

P. S. I'm forwarding you under separate cover a copy of our catalogue supplement "The New Liberal Arts Program." The first students in the new program began in September, 1949. They will be graduated next June. I think you will agree that students going through a discipline like that will be ready for any kind of job with industry.

If any part of this statement finds its way into the proceedings I'd be grateful if you'd note that I should be glad to send a copy of the supplement describing our new liberal arts program to anybody re-

Read with Excitement

We Teach English. By Lou La Brant. Harcourt, Brace. \$2.75.

We are so prone to measure our job of teaching freshman English narrowly, detaching it from what is done in the high schools on the one hand and from the student's total world on the other, and pursuing the will-o-the-wisp of "correctness" as if it matters more than anything else, that it is good to be jerked to attention by this book. Miss La Brant describes the whole world in which we come to learn language and use it, the kind of creatures we are at the various stages of our growth, the effects of mass publication, radio, and television on the growing youngster, the shape and nature of our changing language, and the meaning of its changes—and then, going beyond these things, discusses the kind of culture an English teacher should have and the training he should bring to his work, all in a perceptive, matter-of-fact way that is an expression of simple, sound common sense. Having set out the complexities of the situation, she offers practical suggestions for dealing with them, so sensible and workable that her book is almost a manual of procedure. Its style, moreover, is a delight. I read it with excitement, and I commend it with enthusiasm to any teacher seeking to make his English course what it should be: the most valuable to the student of any he ever takes in school or college.

DONALD J. LLOYD
Wayne University

questing one. Just send the request on to me here at Manhattan.

Incidentally, don't think Manhattan is just an aristocratic little liberal arts college. We have our School of Engineering, our School of Business Administration, our premedical course, our physical education course and a special curriculum in social science.

B. C. P.

The Thorndyke-Barnhart Comprehensive Desk Dictionary. Doubleday and Company \$2.75.

This is a good dictionary. Its editors are men of knowledge and experience, working in the best current tradition, and the book they have produced is well worth owning. It includes much material new to desk dictionaries—some items from the *Dictionary of Americanisms*, notes on usage familiar to users of Perrin's *Writers' Guide*, and the usual spate of new words that gets into the latest book. Its introductory material is in line with modern language study—there is, for instance, the only treatment of the grammar of American English (done by C. C. Fries and Aileen Traver Kitchen) so far to come into general circulation. But who reads the preface to a dictionary?

Its defects are also current: a grayish, crowded page with narrow margins, and an uninspired flat terseness in definitions which back away from unfamiliar big words into aggregations of small ones that take an expert in the field to interpret. The "scientific" selection of entries on the basis of word and meaning frequency counts—of which much is made—doesn't seem to have affected the word-list much; a rigorous application of this method of selection would be, of course, of dubious value. Because of its up-to-dateness and its supplementary materials, it is a good second-string book, but it is inferior to the best of the college dictionaries (the *ACD* and the *Collegiate*) for general college use. Still, its price is low, and at or near that price it is the best available book, one which could serve very well the needs of high-school students and of freshmen, at least, in the colleges.

DONALD J. LLOYD
Wayne University

Prof. Lloyd's "Our National Mania for Correctness," noticed in *Time*, appeared in the summer *American Scholar*. The subsequent deluge of letters led the editors to wonder if readers had read other articles in the issue.

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CEA Regional CEA-SCMLA

Texas State College for Women, Denton, Sat., Nov. 1, 1952. CEA Breakfast, 7:30 a. m.

Topics: "CEA and Grass-Roots Regionalism" and "CEA Institute and Other Liaison Activities." John Q. Hays (Texas A. & M.), 1952 CEA Institute panelist and discussion leader; Margaret Lee Wiley (E. Texas State), CEA representative, exploratory meeting on liaison with executive world, (Sept. 8, NYC). Commentator: Joseph Jones (Texas), president, College Conference of Teachers of English. Presiding: Ernest E. Leisy (SMU), national CEA president. In charge of arrangements, Autrey Nell Wiley (TSCW), national CEA director.

Attendance not limited to CEA members. Other English teachers and others in humanities cordially invited. Tickets at sixty-five cents available through Prof. Autrey Nell Wiley.

NECEA

Wheaton College, Norton, Mass., Nov. 1, 1952

Registration: 10:30-11:00. lower floor, Plimpton Hall, Student-Alumnae Building; business meeting, 11:00-11:30, Plimpton Hall. Chairman: Norman Holmes Pearson (Yale). President, NECEA. Welcome: Elizabeth S. May, Academic Dean, Wheaton College.

General meeting: 11:30-12:30, Plimpton Hall. Chairman: Robert L. Sharp (Wheaton). Speaker: Leslie Horton, "Realizing the Elizabethans."

Lunch: 12:45-1:45.

Discussion Groups: Series I: 2:15-3:10: 1. Helene Kökert (Yale). "Teaching Chaucerian Pronunciation." 2. John Ciardi, "The Freshman Research Paper." 3. Kazuko Higuchi (Wheaton). "Imagery in Japanese Haiku Poetry and Modern Poetry."

Series II: 3:15-4:10. 4. Miller Burrows (Yale Divinity). "The Teacher of English and the Bible: the Style of the New Translation." 5. G. Armour Craig (Amherst). "Teaching The Education of Henry Adams." 6. Josephine Hunter Ray

(Connecticut College, "Speech Training and the Teacher of English." 7. Richard Beale (Boston University), "Problems in Planning a Freshman English Course."

Series III: 4:15-5:15: 8. Lyon Phelps, "The Poet and the Poets' Theatre." 9. Warren Smith (University of Rhode Island), "Teaching Shakespearean comedy: *Twelfth Night*." 10. George Gibian (Smith), "Two Approaches to Teaching a Novel: *Anna Karenina* and *War and Peace*." 11. Holcombe Austin (Wheaton), and Paul Dietrichson (Wheaton), "Philosophical Materials in a Freshman English Course."

Reception: 5:15-6:30, President's House.

Program Chairman: Curtis Dahl (Wheaton).

Va.-W. Va.-N.C.CEA

Annual Meeting: Woman's College, Univ. of North Carolina, Greensboro, North Carolina. Nov. 8, 1952.

9:45 a. m., Registration, Alumnae House.

10:30 a. m., Morning Session, Alumnae House. F. E. Bowman (Duke) presiding. "Pooley, Leonard, and Frees in Freshman English." A panel discussion by Atcheson Hensch (Univ. of Va.), Norman Eliason (Univ. of N. C.), William B. Robertson (Concord) presiding. "The Impact of Certification Requirements on the English Major Program." Panel discussion by R. C. Simonini (Longwood), James Poindexter (East Carolina), Leonard B. Hurley (Woman's College, Univ. of N. C.).

1:15 p. m., luncheon, North Dining Hall. A. C. Hall (Woman's College, Univ. of N. C.), introducing William Polk, Assoc. Editor Greensboro Daily News.

2:30 p. m., Business Meeting, Library Auditorium. George F. Horner (Univ. of N. C.).

3:00 p. m., Afternoon Session, Library Auditorium. Jodwick Hartley (State College, Univ. of N. C.) introducing Alvin Thaler (Univ. of Tenn.), "The Sophomore's Shakespeare." JANE SUMMERRELI Sec'y-Treas. (Woman's College, Univ. of N. C.)

Contemporary English Literature

By Edwin C. Bolles
and Mark Longaker
University of Pennsylvania

A compact and inclusive survey of British literature between 1890 and the present, this book will prove useful for both undergraduate and graduate courses in the field. Up-to-date and complete biographical material and bibliographies are main features. Approximately 558 pages.

To be published in October.

Appleton-Century-
Crofts

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GNYCEA

Fall meeting, Hunter College, 695 Park Avenue (at 69th Street). Sat., Nov. 8, 10:30 a. m.

"Fundamental Values of Literature Today." A panel discussion with: Oscar J. Campbell, (English Literature), Prof. Emeritus of English; Exec. Officer, Dept. of English, Columbia University. Lennox Grey (World Literature). Chairman, Dept. of Teaching of English and Foreign Languages, Teachers College, Columbia University; President, NCTE. Harris N. Smith (American Literature). President, Saturday Review Associates; Associate Editor, *Saturday Review*. Carl Lefevre (Modernism), Chairman, Dept. of English and Communication, Pace College; President, Greater New York CEA. CEA Greetings, Max Goldberg (Univ. of Mass.), Executive Secretary.

Everyone invited to continue discussion at informal luncheon immediately following forum. All interested English Faculty members cordially invited. Membership in the national College English Association not a requisite.

Exec. Committee: Carl Lefevre, Pace College; Charles Ranson, Brooklyn College; Charles Ranson, Fairleigh Dickinson College.

Middle Atlantic CEA

Fri. Evening, Nov. 14. Goucher College. Program chairman: Charlotte E. Crawford (Howard), regional president. Sec'y-Treas. Joseph Hendren (Western Maryland).

7:30 p. m., Prof. Joseph Warren Beach (Johns Hopkins) will speak on his European Fulbright experiences. Preceded by informal meal, snack bar, Mary Fisher Hall.

Mich. CEA

Sat., Nov. 15, Marygrove College. Detroit. Sec'y-Treas. Donald J. Lloyd (Wayne), Pres. J. J. Irwin (Albion).

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10 a. m., Panel: Placing English Majors in Industry, led by Clyde Henson, speakers from business. Discussion of university presses. Panel on introductory literature courses: Arno Bader (U. of Mich.) chmn.; speakers: Clarence DeGroot (Hope), Sister Aquin (Marygrove), John Nist (Mich. State Normal).

Calif. CEA

Fall meeting planned. C. K. Sandelin (Los Angeles State), regional president. Sec'y-Treas. Ruth Newley (Redlands).

CEA Secretary as Observer

Your executive secretary, as invited observer, attended meetings of the School and College Study of Admission with Advanced Standing (A Ford Foundation Project), Cambridge, Sept. 27-29. Over-all chairman: Gordon Keith Chalmers. Executive Director: William C. Brown. Sub-Committee on English Composition: Herbert L. Brown, Bowdoin. Chairman, Sub-Committee on Literature: George K. Anderson, Brown.

The CEA Institute director has accepted an invitation to attend the annual conference of the Eastern College Personnel Officers, Lenox, Mass., Oct. 13-15.

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